

Available online at www.sciencedirect.com

ScienceDirect

Procedia - Social and Behavioral Sciences 191 (2015) 1124 – 1127

Procedia
Social and Behavioral Sciences

WCES 2014

Forecasted Trends And Problems Of Education

Safiullin Lenar^{a*}, Fatkhiev Artur^a, Safiullina Leysan^a, Shigabieva Aliya^a^a Kazan Federal University, Kazan, 420008, Russia

Abstract

The article is devoted problems of the education system in Russia in terms of integration into the world community. The article substantiates importance of forecasting technologies institutional development of the education system. Revealed the potential of modern educational institution, was to consolidate the society, preserving a unified cultural space, overcoming ethnic tensions, limitations of social inequality and other groups presented problems of modern education system for children (group of socio-image problems, the group focused priority issues, a group of content and methodology problems, a group of organizational and financial problems). The conclusions are made about the need to study these problems, their possible solutions.

© 2015 Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Selection and peer-review under responsibility of the Organizing Committee of WCES 2014

Keywords: education system, time colonization, forecasting technologies, information technology

1. Introduction

The first cycle of training of students within multilevel system of the vocational training, implying "bachelor" and "master" degree courses is already completed in the majority of higher education institutions. This new stage and new type of training, and the first experience, certainly, need judgment for timely correction of scientific and methodical and organizational maintenance of the educational process making the maintenance of the present stage of reform of Russian education. But while relevant correction of fixing of progress or elimination of failures of educational and methodical and organizational maintenance of educational process, two external in relation to activity of any domestic higher education institution institutional orienting points, or more precisely their absence. The first is normative, connected with incompleteness of process of formation of the third generation of FGOS VPO, and the second – social and behavioural, being shown in absence at employers of literal perception of

* Safiullin Lenar. Tel: +7 (904) 665–6310

E-mail address: lenar_s@mail.ru.

personnel with the diploma "bachelor", "master". In such conditions the requirements of labor market for higher education institution remain "a thing in itself". However there is one more orienting point which isn't attached to temporary organizational, domestic difficulties and which, anyway, can serve as orienting point in management of process of education - the world tendencies and opinions of experts in the field of education. It will not be about certain decisions and standards of the international level (in particular, Bologna Process), but about tendencies of educational process and how they are seen by the western professionals and experts in this sphere, (but not to officials). Authors of some works are engaged in professional technological forecasting of the future for the purpose of identification of problems in the making. The knowledge of these problems, probably, will give to managers the soil for development of global programs of education reforming, and going beyond in definition of prospects of politically momentary decisions. We will keep in mind that the analysis of such works shows that practically all experts are the same in estimations of the modern content of education and requirements for its change, but for methods of education, forms and ways of their development in the society their opinions differ. Non-conformity of opinions is explained by distinctions in the reference point which role plays existing welfare of the population, and now it isn't identical over the countries and continents. Therefore global tendencies in education will be various for developed and developing countries.

2. Result

If for developing societies literacy becomes the fundamental purpose, the developed countries will have to counteract "rolling" process in illiteracy", Marvin Cetron Owen Davis "Trends Shaping the World"). But let us stop on those opinions in which experts agree, namely on questions of the content of education. So, the biggest omission of educational system as predictors futurologists consider, is an absence of understanding of change as value of the modern world and the future world. "Education is urged to transfer values, including understanding of changes in human society. And its biggest omission is - in this area. Slowdown of arising planetary culture happens because of outdated educational settings. We need ... to find communication between traditional culture and modern cultural realities. It can be reached only by education system change" (John Mac Gale "Towards planetary community"). Absence of understanding of change as a value of the modern world and the world of the future is bad because as futurologists believe that the modern education system doesn't maintain the competition from more attractive television, radio etc., needs new forms of storage of knowledge and their application and "still neglects educational opportunities of art" (Joseph Koats, Jennifer Jerett "The Future: Trends into the Twenty-First Century"). This limitation (aspiration to a monism in a statement of scientific achievements and neglect others, except scientific knowledge forms of public consciousness) a modern education system breaks natural link of our modern ideas of the world, with religion, morals and philosophy, being the forerunner of modern science. Scientific knowledge doesn't give comprehensive knowledge of the world especially as the world becomes more and more difficult and diverse, therefore, knowledge of it and its knowledge may be not only scientific. Refusal of monism in a statement of knowledge or preferences in the form of consciousness proceeds not only from requirements of communication with the past, and also logics – richness of a subject demands variety of methods, but also from need of communication with the future as Johann Galtung figuratively writes, canonization of a monism is time colonization. "To find one form and to canonize it. To bring to the level of an ideal form, freezing the future in this form, is special type of colonization. Not space colonization, but time colonization. To stand guard against colonization of this kind is both important, and difficult as the future generations can't give voice for protest. ... the pluralistic society will have to serve to some extent as guards of interests of the future generations, trying to keep for them rather rich variety" (Johann Galtung "Members of Two Worlds"). Overcoming of this omission in education can be carried out through updating of the content of education, and change of the knowledge going on the way of pluralization, from a monism to pluralism. "In the future updating of the content of our consciousness will happen, we will come to pluralism of ideas" (Jean Fourastie "Les 40 000 heures"). Or "... it is necessary to refuse the anti-pluralistic idea here and there existing in thought or in practice" (Johann Galtung). Other important and logically connected moment is the understanding of purpose of education in future society. Idea of education – more difficult and inconsistent, than a question of preparation for work in any rigidly stratified society (Eduard Cornysh "Cyber Future").

What tendencies in education seem to be problem presently and on our domestic educational space?

1) So, at mental level, education from an age category has to turn into the lifelong. Education as continuous process and self-education. The changing world of the XXI century demands introduction of the concept of lifelong training, there is a need of creation of an education system for adults, difficult even for the countries with being reduced level of birth rate.

2) The training pragmatic, specialized and focused on work becomes all more wearisome.

3) The number of half-educated students will increase since education won't play an important role in welfare gain. Education will compete with entertainments.

4) Access to knowledge extends, but the question is staticized: what it is necessary to study? What the child needs to know, and what is simply useful and interesting. Young people who make the wrong choice, risk to become losers.

5) In the future traditional educational institutions will cease to play the leading role.

6) The role of the teacher decreases, his place is taken by computers and tuto'r.

What tendencies in education can be apprehended positively?

1. The artificial intelligence will adapt education for each individual.

2. The need for new education becomes means of disposal of prejudices

3. The role of technical education will increase in the higher education.

4. Physically disabled people most of all win from mass distribution of computers: disabled people, the unemployed, training in prison for an early release and so forth.

5. The university system will strengthen the positions since education has to turn to intelligence, on the one hand, and on the other – the problem of choice of knowledge from the huge selection of crude information will become aggravated.

It is simple to notice discrepancy of the specified tendencies, (that significantly complicates management of education), for example, on the one hand decrease of a role of teacher, and on the other, - complexity of a choice of the directions of training. Or increasing need for education from production and growth of number of the half-educated students, or lack of direct link of education and welfare. But these inconsistent tendencies also have to be cornerstone of the new decisions developed in the course of reforming of modern education. Concerning the experience gained, for example, by training of masters, it can testify that inconsistent tendencies connected with monism overcoming, on the one hand, and complexity of a choice on the other it were successfully overcome or, at least, to see a way of their overcoming. It is important to note introduction in training program of teaching of masters of the course "history and science methodology", (and also a course "stories and science philosophies" for graduate students). So, undergraduates, mastering this course through lectures and seminars, learn evolution of history and methodology of economic science (methodology problems on the "lawful" bases are for the first time present at training programs of economists), the stages of their institutionalization showing separation of history and methodology from economic theory / political economy, but also through work over term paper which subject theoretically has to be focused on future thesis. The task set for magistrand is to present in the paper at the course of history and science methodology historical reconstruction of a studied theoretical question. Thus, it gets acquainted not only with treatment of a problem within already known (sometimes accurately extra mental) research program, but recreates history of other research programs that gives additional system, instead of casual opportunity to compare them by criteria of scientific efficiency. "Natural unit of methodological estimates is not the separate theory, – as P. Feyerabend notes, – but sequence of theories or research programs. And we have to estimate not condition of research program at a separate timepoint, but its history, and preferably in comparison with history of competing programs". If approach master training systemically from the first steps, the course on history and methodology of science won't be a formal waste of time, it will teach "understanding of changes", will explain that in a current state of economic science, as well as in management science, there is no theory, giving generalizing vision of the world. Modern theories are partial and pictures of the world are partial too, like methods of their knowledge. In B. Caldwell's book "Beyond Positivism: Economic Methodology in the Twentieth Century" regarding future changes in economic education and science are said the following. There will be no traditional economic higher education institutions, they will turn into virtual universities and consortia of higher education institutions; there will be no economists in general (now there is such specialty and professional qualification – "economist"), there will be a marginalization of the economic theory. The general theory will lose the status of

general education discipline, will leave on the periphery of economic science and the last circumstance takes place very convincingly.

What will be: all economists will be application engineers, i.e. their knowledge will concern certain branch or a field of activity. In model of the future of science there will be no traditional theory. It will be a certain special philosophy, (the western scientific/theoretical tradition is focused on science philosophy much more, than Russian). To what competence of such economist in the field of history and philosophy of economic science is reduced? He has to know research programs/paradigms which exists in this field of economy. It has to be able to switch over from one research program/paradigm to another, as the modern economic theory represents set of various paradigms, which efficiency can't be compared abstractly, (i.e out of a context of specific objectives), all of them equally allowable and are equivalent. To be expert it is necessary to know arsenal of tools which economist or the manager can use for the solution of the professional tasks. Internal problems of development of such discipline as "the history and science methodology" is ordering of the known tool kit and the purposes of their use, and, probably, forecasting of options of further development.

3. Conclusion

Thus, putting before the magistrand, problems of partial historical reconstruction of competing research programs the pluralism of knowledge reveals, and comparison of their scientific efficiency removes a problem of dictatorship of a paradigm and makes a choice of tools of research free and conscious. Creative and responsible performance of such research work allows magistrands approaching own subject domain of research in master thesis already with knowledge of the previous scientific results, and their methodological bases. It gives them an idea of limits of limitation and specificity of the subject of knowledge of already known theories, opportunity to show creativity of own knowledge and by that, to overcome "time colonization".

4. References

- Chandler, T., Park, Y.S., Levin, K.L., Morse, S.S. (2013) The incorporation of hands-on tasks in an online course: An analysis of a blended learning environment // *Interactive Learning Environments* 21 (5) , pp. 456-468.
- Cheung, W.S., Hew, K.F. (2012) Our journey from face-to-face to blended learning approach: Important lessons learned // *Proceedings of the European Conference on e-Government, ECEG* , pp. 27-31.
- Daspit, J.J., D'Souza, D.E. (2012) Using the community of inquiry framework to introduce wiki environments in blended-learning pedagogies: Evidence from a business capstone course // *Academy of Management Learning and Education* 11 (4) , pp. 666-683.
- Dragomir, M., Popescu, S., Płowucha, W., Marxer, M. (2012) Blended Learning in the field of Measurement Uncertainty. experiences from the MUVOT project // *Quality - Access to Success* 13 (SUPPL.5) , pp. 127-130.
- Frank, G., Bitter, S. (2012) Student perspectives on elearning in a blended learning context // *Proceedings of the European Conference on e-Government, ECEG* , pp. 79-88.
- Ge, Z.-G. (2012) Cyber asynchronous versus blended cyber approach in distance english learning // *Educational Technology and Society* 15 (2) , pp. 286-297.
- Glebova I., Rodnyansky D., Sadyrtidinov R., Khabibrakhmanova R., Yasnitskaya Y. (2013) Evaluation of Corporate Social Responsibility of Russian Companies Based on Nonfinancial Reporting // *Middle-East Journal of Scientific Research* 13: 143-148.
- Hamilton, J., Tee, S.W. (2013) Blended teaching and learning: A two-way systems approach // *Higher Education Research and Development* 32 (5) , pp. 748-764.
- Köse, U. (2010) A blended learning model supported with Web 2.0 technologies // *Procedia - Social and Behavioral Sciences* 2 (2) , pp. 2794-2802.
- Larionova N.I., Varlamova Yu.A. (2013) The Trends of Household Economic Behavior in International Comparison // *Procedia Economic and finance*. Volume 5, pp. 737-746.
- Nataraja, P., Raju, G.T. (2013) Quantitative influence of HCI characteristics in a blended learning system // *Education and Information Technologies* 18 (4) , pp. 687-699.
- Panasyuk M.V., Pudovik E.M., Sabirova M.E.. (2013) Optimization of regional passenger bus traffic network // *Procedia Economic and finance*. Volume 5, pp. 589-596.
- Safiullin, M.R., Elstin, L.A., Shakirova, A.I. (2012) Evaluation of business and economic activity as a short-term forecasting tool // *Herald of the Russian Academy of Sciences* (4) , pp. 290-294.
- Tsai, C.-W. (2012) A quasi-experimental study of a blended course integrated with refined web-mediated pedagogy of collaborative learning and self-regulated learning // *Interactive Learning Environments*. Article in Press.